Module 4: The Community-as-Method Approach

Preparation Checklist

❑ Review Getting Started (page 9) for preparation information.

❑ Review Module 4, including Resource Sheets, Summary of Module 4, and Review of Module 4.

❑ Review the following recommended reference:

- De Leon, George. *The Therapeutic Community: Theory, Model, and Method.* New York: Springer Publishing Company, Inc., 2000. Chapter 6.

❑ Write on newsprint (leaving room for notes) the following eight basic concepts of the community-as-method approach:

- Member roles
- Continual feedback from peers and staff members
- Role models
- Friendships and healthy familylike relationships
- Collective learning
- Internalization of TC culture and language
- Hierarchical work structure and communication system
- Open communication and personal disclosure.

❑ No additional materials are needed for Module 4.

Module 4 Goal and Objectives

Goal: To understand the community-as-method approach to behavior change.

Objectives: Participants who complete Module 4 will be able to

- Differentiate between social learning and didactic learning
- Describe one way staff members can demonstrate the understanding of social learning
- Identify the eight basic concepts that explain how the community-as-method approach facilitates behavior change
- Define self-help and mutual self-help
- Describe one way staff members can demonstrate the understanding of self-help and mutual self-help.

Content and Timeline

Introduction	20 minutes
Exercise: Social Learning	30 minutes
Presentation: TCA Staff Competency—Understanding Social Learning Versus Didactic Learning	10 minutes
Presentation: The Eight Basic Concepts of Community-as-Method	40 minutes
Break	15 minutes
Exercise: Role Play of the Community-as-Method Approach	45 minutes
Presentation: TCA Staff Competency—Understanding and Promoting Self-Help and Mutual Help	20 minutes
Summary and Review	25 minutes
Journal Writing and Wrapup	20 minutes
Total Time	3 hours, 45 minutes

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20 minutes

OH #4-1

Introduction

Distribute and review the Module 4 agenda.

If you are conducting Module 4 as a stand-alone session or if you have just completed presenting Module 3, skip the following Module 3 review.

Review

Ask participants what they remember from Module 3. Ensure that the following topics are reviewed:

- TC language, community-as-method, and rational authority
- TC view of the disorder, view of the person, view of recovery, and view of right living
- The TC belief system.

Ask participants whether they have any questions or have had any thoughts about Module 3.

Module 4 Goal and Objectives

Ask participants to turn to page PM 4-1 of their Participant's Manual.

Present the goal and objectives of Module 4.

Goal: To understand the community-as-method approach to behavior change.

Objectives: Participants who complete Module 4 will be able to

- Differentiate between social learning and didactic learning
- Describe one way staff members can demonstrate the understanding of social learning
- Identify the eight basic concepts that explain how the community-as-method approach facilitates behavior change
- Define self-help and mutual self-help
- Describe one way staff members can demonstrate the understanding of self-help and mutual self-help.

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30 minutes

OH #4-2

Exercise: Social Learning

Explain that the exercise is an opportunity for participants to

- Recall a valuable lesson they learned from observing and interacting with a group of people
- Experience social learning from the personal disclosure of someone who is sharing an experience with the group.

Ask participants to recall a situation in which they learned a valuable life lesson from peers, family members, or coworkers.

Ask participants to write in their journals the lessons they learned and the group of people from whom they learned them. Allow 5 minutes for this activity.

Ask participants to share their examples with the group.

Ask: What did you learn as you listened to each person share? Allow 10 minutes for discussion.

Summarize the exercise as follows:

- By listening to others, a person can learn from their experiences and change his or her behavior or thought process as a result.
- Listening to others tell about their experiences is an example of social learning.

10 minutes

OH #4-3

Presentation: TCA Staff Competency—Understanding Social Learning Versus Didactic Learning

Ask participants to explain the difference between social learning and didactic learning. Ensure that they understand the difference, as follows:

- *Social learning:* Learning that occurs by identifying with others and through participation, observation, and interaction with others to change thoughts, feelings, and behavior patterns.
- *Didactic learning:* Learning new information through formal instruction (classes, seminars). Didactic learning generally occurs as a one-way presentation of new information from an "expert" to a "student."

Describe how staff members can use social learning approaches:

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- Show someone how to do something (e.g., set the table for dinner).
- Model socially appropriate behavior (e.g., politeness).
- Use role plays and games to promote active participation and interaction with others.
- Refer new residents to senior residents for instructions and answers to questions.
- Place responsible clients in leadership, teaching, and mentoring roles in the community.

40 minutes

Presentation: The Eight Basic Concepts of Community-as-Method

Overview of Community-as-Method

Refer participants to Resource Sheet #4-1: Community-as-Method, page PM 4-5 in their Participant's Manual.

Explain that what distinguishes the TC from other treatment approaches is the use of the *community* as the primary method of treatment to bring about positive prosocial and psychological changes in individuals.

Explain that major elements of the community-as-method approach include the following:

- The daily regimen and social milieu of the TC are designed to facilitate emotional healing, social learning, and changes in behavior patterns and self-identity, 24 hours a day, 7 days a week.
- All community members (staff members and residents) create a social learning environment.
- TC residents experience being in a supportive familylike atmosphere that allows them to heal emotionally and change their lifestyles and self-identities.
- Recovery occurs through interactions with peers and through the self-help and mutual self-help learning processes.

OH #4-4

The Eight Basic Concepts

Display the prepared newsprint listing the eight basic concepts of the community-as-method approach and discuss each one, adding notes to the newsprint as appropriate.

Refer to Resource Sheet #4-1 for detailed descriptions of the concepts.

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For each of the eight concepts, ask participants:

- How is this implemented in your facility?
- How can you, as a staff member, promote this concept?

1. *Member roles:* Residents act in a variety of roles and contribute to all activities of daily life. This participation helps them become integral members of the community.
2. *Continual feedback from peers and staff members:* Residents receive continual feedback (both reinforcing and corrective) from peers and staff members and are held accountable for their actions.
3. *Role models:* Residents become role models and serve as examples of TC principles of recovery and right living.
4. *Friendships and healthy familylike relationships:* Residents develop friendships and healthy familylike relationships and learn to build and maintain new social networks.
5. *Collective learning:* Residents experience collective learning as they work, learn, and heal in group settings such as meetings, classes, work teams, and recreational activities.
6. *Internalization of TC culture and language:* Residents gradually internalize the TC culture and language as they make progress and assimilate into the culture of the TC change process.
7. *Hierarchical work structure and communication system:* The hierarchical work structure and communication system teach members to be responsible and to work, following organizational rules and procedures.
8. *Open communication and personal disclosure:* Open communication and personal disclosure help members build self-esteem, develop trust and relationships with others, heal, become self-aware, and grow.

45 minutes

Exercise: Role Play of the Community-as-Method Approach

OH #4-5

Explain that this exercise provides an opportunity for participants to demonstrate examples of the community-as-method approach and experience how new residents may react when they first learn about this concept.

Explain that the intent of this exercise is to

- Practice explaining the community-as-method approach
- Increase understanding of how new residents may react when introduced to this concept.

Ask participants to gather in their small groups.

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Refer participants to page PM 4-7, Resource Sheet #4-2, in their manuals.

Read the scenario aloud.

Instruct participants to decide who in their small group will be

- Christina, an experienced TC staff person
- Michael, a new staff person
- Sarah, a new resident
- Observers.

Divide the eight basic concepts among the small groups to use as examples, and direct the groups to begin the role play.

Stop the role play after 5 minutes, and ask the observers in each group to comment on the group dynamics. Ask

- What went well?
- What could be improved?

Resume the role play for another 5 minutes.

Discuss the role play by asking the following questions:

- *To Sarah:* Did you have difficulty understanding the importance of the community in your treatment? If so, why?
- *To Christina:* What did you notice in the role play?
- *To Michael:* What was the hardest concept to explain to a new resident?
- *To observers:* What did you notice?
- *To all participants:*

  – How important is it that staff members be able to explain community-as-method?
  – What are some things staff members can do to help new residents understand the community-as-method approach?

Allow 5 minutes for discussion.

Ask two participants to answer the following questions:

- How did you feel during the role-play exercise?
- What did you notice about yourself during the exercise?

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Thank participants for sharing, and ask them to return to their seats in the large group.

Allow 5 minutes for participants to write in their journals. Possible topics include

- The exercise
- The eight concepts of community-as-method and how a participant can remain aware of and use them on a daily basis.

20 minutes

OH #4-6

Presentation: TCA Staff Competency—Understanding and Promoting Self-Help and Mutual Help

Define "self-help" and "mutual help" as used in the TC:

- *Self-help:* Each individual assumes primary responsibility for his or her recovery. Residents participate fully and contribute to the TC process to change their own behavior.
- *Mutual help:* Residents assume responsibility for helping their peers recover as a way to reinforce and maintain their own recovery.

Emphasize that being part of a self-help and mutual self-help (the way the term is used in most of the TC literature) learning community teaches residents to

- Understand themselves
- Take responsibility for their lives
- Adopt the behaviors, attitudes, and values of healthy living.

Explain that staff members can promote self-help and mutual self-help among residents by

- Monitoring residents' participation in the treatment process
- Guiding them to use TC tools/methods to help themselves and their peers.

Provide the following examples of promoting self-help and mutual self-help:

- Encourage residents to solve problems using tools they are learning in the TC rather than giving them specific instructions.
- Discourage residents from assuming passive roles in their treatment (do not let a resident hide in the corner).
- Encourage residents to seek support and feedback from peers to understand their own behavior better.

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Summary and Review

25 minutes

Review the topics presented in this module.

Ask participants to gather in their small groups.

Refer participants to page PM 4-9, Summary of Module 4.

Instruct participants to read the summary either individually or in their small groups.

Refer participants to page PM 4-10, Review of Module 4.

Instruct participants to work with their group to answer the questions on Review of Module 4.

Explain that this review is a way for participants to assess and consolidate their learning.

Instruct the small groups to complete the crossword puzzle on page PM 4-8 in their Participant's Manuals.

Allow 15 minutes for the small-group review.

Ask participants:

- What did you learn in this session?
- Did you observe community-as-method during this session? When?

Journal Writing and Wrapup

20 minutes

Journals

OH #4-7

Instruct participants to take 5 minutes to write in their journals. Possible subjects are

- Which of the eight concepts do you feel you need to know more about? Why?
- Which concept are you most comfortable implementing in your role?

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Wrapup

Wrap up the session by asking participants whether they have any questions or would like to share their thoughts and feelings about Module 4 or the training in general. Note that participants may say anything on their minds.

Allow time for participants to respond.

Conduct one of the following completion activities:

- Ask each participant to say something positive about the person sitting to his or her right.
- Ask each participant what he or she would like to be acknowledged for, and acknowledge the person.

There is no prework for module 5.

Resource Sheet #4-1: Community-as-Method

Overview

The TC is distinguished from other treatment approaches by the use of the community as the primary method of treatment to bring about positive prosocial and psychological changes in individuals. In a TC

- The daily regimen and social milieu of the TC are designed to facilitate emotional healing, social learning, and changes in behavior patterns and self-identity, 24 hours a day, 7 days a week.
- All community members (staff members and residents) create a social learning environment.
- TC residents experience being in a supportive familylike atmosphere that allows them to heal emotionally and change their lifestyles and self-identities.
- Recovery occurs through interactions with peers and through the self-help and mutual self-help learning process.

Eight Basic Concepts of Community-as-Method

1. *Member roles:* Residents gradually become integral members of the community by acting in a variety of work and community roles and contributing to all the activities of daily life in the TC.

2. *Continual feedback from peers and staff members:* Residents are observed by all members of the community and are held accountable for their own actions. They receive continual feedback (both reinforcing and corrective) from peers and staff members, expressed with authentic and responsible concern for their well-being and progress.

3. *Role models:* Residents adopt principles of recovery and right living and gradually aspire to become role models for others. As they progress through the program, residents provide feedback to others about what the others need to change about themselves and serve as examples of such change.

4. *Friendships and healthy familylike relationships:* At the beginning, residents attempt to continue their deceitful patterns and want merely to "hang out." As they progress through the phases of treatment, they learn what friendship is by sharing their feelings and thoughts and by challenging others. The friendships may last a lifetime and become the basis for the residents' new social networks.

5. *Collective learning:* Residents work, learn, and heal in group settings such as meetings, classes, work teams, and recreational activities. Virtually all the learning and healing experiences, essential to recovery and personal growth, take place with positive peer role models.

6.	*Internalization of the TC culture and language:* Residents gradually adopt and internalize the language used in the TC. This is a sign of their assimilation into the culture of the TC change process and of the progress they are making.

7.	*Hierarchical work structure and communication system:* The hierarchical work structure and communication system teach members to be responsible and to work, following organizational rules and procedures. Residents become people on whom others can depend, by adhering to procedures, accepting and respecting supervision, and behaving as responsible members of the TC. The system of sanctions and privileges guides residents' learning as they experience the positive and negative consequences of their actions.

	The hierarchical structure of the TC, the chain of command, is similar to the organization of mainstream culture. It is designed to teach residents the skills and behaviors they will need to be successful outside the TC. Gradually and with practice, residents are able to generalize what they have learned in the TC to the outside world.

	The communication system in the TC, including such activities as surveillance, data collection, reporting, and giving feedback, is designed to promote productive, prosocial behavior, as well as to correct self-defeating behavior.

8.	*Open communication and personal disclosure:* Residents gradually engage in open communication and personal disclosure when they feel that the TC is a safe environment. Residents eventually learn how to communicate with others and to reveal their inner thoughts, which help them build self-esteem, develop trust and relationships with others, heal, become self-aware, and grow. This process begins initially with staff members and then in group settings with peers.

	Sharing feelings in public is an important part of the self-help recovery process. Sharing feelings is part of the mutual self-help recovery process as well because residents realize that they are not alone and that other people experience the same feelings.

	No secrets exist in the TC. When rules are broken, the infraction is discussed publicly to ensure that everyone feels safe and to maintain the integrity of the community.

Resource Sheet #4-2: Role Play—Explaining the Community-as-Method Approach

Roles

Christina is an experienced staff member who has been working in a TC for more than 5 years. She is working with Michael, a new staff member, who will be responsible for facilitating new resident orientation groups.

Michael has been working as a house manager for 4 months. His previous substance abuse treatment work experience was with adolescents in a corrections facility.

Sarah, a new resident, asks questions and makes comments about the community-as-method approach. She is interested in the community but feels anxious about being integrated into the TC and is concerned that she may be rejected. She also is hostile because she feels her individuality may be suppressed. Sarah has been in treatment before, but in outpatient settings.

Observers watch the role play and notice what is going well and what is not in the communication among Christina, Michael, and Sarah.
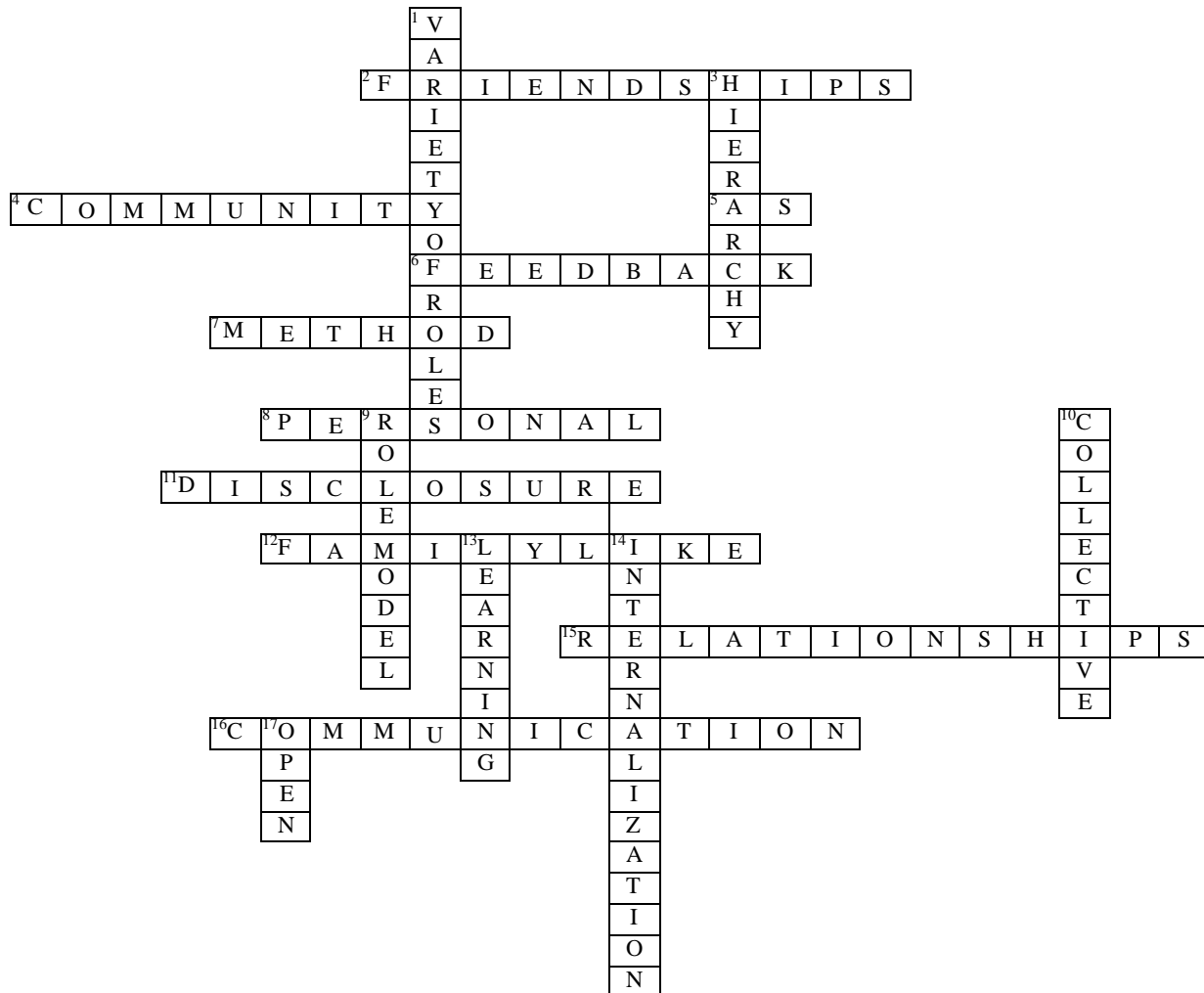
Scenario

Christina and Michael are working together to orient Sarah. They explain the importance and significance of the community-as-method approach and encourage Sarah to participate actively in the TC process.

Christina should begin by introducing the community-as-method approach.

Michael should give three examples of how community-as-method works in this facility.

When the role play is finished, the observers give feedback to Christina and Michael.

Resource Sheet #4-3: Crossword Answer Key

The crossword grid contains the following answers:

- 1 Down: VARIETYOFROLES
- 2 Across: FRIENDSHIPS
- 3 Down: HIERARCHY
- 4 Across: COMMUNITY
- 5 Across: AS
- 6 Across: FEEDBACK
- 7 Across: METHOD
- 8 Across: PERSONAL
- 9 Down: ROLE
- 10 Down: COLLECTIVE
- 11 Across: DISCLOSURE
- 12 Across: FAMILYLIKE
- 12 Down: FAMODEL
- 13 Down: LEARNING
- 14 Down: INTERNALIZATION
- 15 Across: RELATIONSHIPS
- 16 Across: COMMUNICATION
- 17 Down: OMMUN
- Across: OPEN

Across

2 By sharing their feelings, resident s will develop these (3 words along with 12 & 15 across)
4 What distinguishes the TC from other treatment methods (3 words along with 5 & 7 across)
6 Provided continually by peers and staff members
8 Occurs when residents feel safe (2 words along with 11 across)
16 Opposite of secrets (see 17 down)

Down

1 Residents contribute to all activities in the TC by participating in these (3 words)
3 Chain of command
9 What a resident aspires to be
10 Meetings, classes, and work teams are examples of this (2 words along with 13 down)
14 A sign of progress that occurs gradually
17 Opposite of secrets (2 words along with 16 across)

Summary of Module 4

TCA Staff Competency—Understanding Social Learning Versus Didactic Learning

Social learning: Learning that occurs by identifying with others and through participation, observation, and interaction with others to change thoughts, feelings, and behavior patterns.

Didactic learning: Learning new information through formal instruction (classes, seminars). Didactic learning generally occurs as a one-way presentation of new information from an "expert" to a "student."

Community-as-Method

What distinguishes the TC from other treatment approaches is the use of the *community* as the primary method of treatment to bring about positive prosocial and psychological changes in individuals (the community-as-method approach). Major elements of the community-as-method approach include the following:

- The daily regimen and social milieu of the TC are designed to facilitate emotional healing, social learning, and changes in behavior patterns and self-identity.
- All community members (staff members and residents) create a social learning environment.
- TC residents experience being in a supportive familylike atmosphere that allows them to heal emotionally and to change their lifestyles and self-identities.
- Recovery occurs through interactions with peers and through the self-help and mutual self-help learning processes.

See Resource Sheet #4-1 for a detailed list of the eight concepts of community-as-method.

TCA Staff Competency—Understanding and Promoting Self-Help and Mutual Help

Self-help: Each individual assumes primary responsibility for his or recovery. Residents participate fully and contribute to the TC process to change their own behavior.

Mutual self-help: Residents assume responsibility for helping their peers recover and as a way to reinforce and maintain their own recovery. Being part of a self-help and mutual self-help learning community teaches residents to

- Understand themselves
- Take responsibility for their lives
- Adopt the behaviors, attitudes, and values of healthy living.

Review of Module 4

Review

In your small group, discuss and quiz one another on the following (feel free to take notes on this page). Can you

- Differentiate between social learning and didactic learning?

- Describe one way staff members can demonstrate understanding of social learning?

- Identify the eight basic concepts that explain how the community-as-method approach facilitates behavior change?

- Define self-help and mutual self-help?

- Describe one way staff members can demonstrate understanding of self-help and mutual self-help?

Small-Group Activity

Complete the crossword puzzle on Resource Sheet #4-3.